

*"The difference between the right word and the almost right word is the difference between lightning and a lightning bug." - Mark Twain*

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**Class Times** Mon. & Fri; Periods 4-5; Weimer 3028  
**& Room** 12:30 - 3:15 p.m.

**Class Times** Wed.; Periods 4-5; Weimer 2050  
**& Room** 12:30 - 3:15 p.m.

**Instructor** Michelle Hinson  
**Office Location** 3059 Weimer Hall

**Office Hours** Mon., Wed. & Fri; 11-12:30 pm and by appointment  
You can always chat with me before or after class.

**Phone** 352 -871-4575(mobile)

**Email** [mhinson@jou.ufl.edu](mailto:mhinson@jou.ufl.edu) or [michelle.hinson@rocketmail.com](mailto:michelle.hinson@rocketmail.com)

**Twitter** @michellehinson

Feel free to email me with questions or concerns. If your classmates can benefit from your question, and you can keep it to 140 characters or less, then tweet to #ufpr4100.

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### **Required Text & Materials**

Wilcox, D. L. & Reber, B. H. (2013). *Public relations writing and media techniques* (7<sup>th</sup> ed.). Boston, MA: Pearson.

### **Optional But Strongly Recommended:**

Associated Press Stylebook Online Version

**You must subscribe to Ann Wylie's Writing Tips newsletter:**

<http://www.mailermailer.com/x?oid=21528q>

Other readings as assigned.

**Please purchase a reliable flash drive to save your work on during the semester.** The hard drives on the computers in the lab are not dependable. You will need to bring this to every class meeting. Unfortunately, if you lose your work, it won't be considered a valid excuse.

### **Course Website:**

<http://lss.at.ufl.edu> (Sakai)

For assistance with technical difficulties in Sakai, please contact the UF Help Desk at: • Learning-support@ufl.edu • 352-392-4357 - select option 2 • <https://lss.at.ufl.edu/help.shtml>

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### **Prerequisites**

To enroll in this class you must have earned a minimum grade of C in PUR 3000 and in JOU 3101. Proficiency in word processing is also required.

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### **Course Description**

In this course, you will develop the writing and editing skills necessary to succeed in a public relations career. You will also learn to think critically about current events and how they relate to public relations practice.

**According to public relations professionals, two of the most desired traits in new hires are a good business sense (including critical thinking) and excellent writing skills.** Thus, practitioners must be polished and capable writers, skilled in diverse forms and styles of writing, and capable of working quickly to meet deadlines. This course is an intensive workshop in persuasive public relations writing, which combines lectures as well as in-class and out-of-class writing assignments that will simulate the realities of the professional writing environment for a public relations professional.

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### **Course Goals**

**The purpose of this class is to teach you effective public relations writing principles and techniques.** You will also gain experience in writing for a variety of public relations communication tactics, including news releases, fact sheets, backgrounders, brochures, media pitches and social media. In this course, you will learn writing for public relations requires effective planning, strategic thinking, and good writing.

The goals for this course are:

- 1) To introduce you to **issues management**, so that you begin thinking and behaving like a public relations professional.
  - 2) To provide a **safe environment** in which you can explore your writing potential, building upon principles discussed in class.
  - 3) To acclimate you to the **different facets of public relations practice**, giving you a sense of what working in each area is like.
  - 4) To help you develop content across **multiple channels and audiences**, and work effectively in this age of media convergence.
  - 5) To foster **skills and confidence** that will differentiate you from other applicants when you pursue internships and employment.
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### Learning Objectives

You will gain valuable experience in writing and editing, as well as monitoring current events, identifying issues, filtering information, making decisions and developing strategy.

Specifically, you will learn to:

- ✓ Analyze news, trends and emerging issues with an eye toward possible public relations implications.
- ✓ Use research to find reliable sources of information.
- ✓ Develop key messages and tailor them to specific audiences to the achievement of strategic public relations objectives.
- ✓ Quickly produce clear, concise, well-organized and accurate content, building upon strong key message development.
- ✓ Effectively tailor content for multi media platforms and communication methods.
- ✓ Apply reasoning, critical thinking, persuasion and creativity as you move through the writing and editing process.
- ✓ Use AP Style, as well as correct grammar, spelling and punctuation.
- ✓ Provide constructive feedback to your peers, and embrace such feedback in return.
- ✓ Develop a final portfolio suitable for a professional job interview.

The course specifically supports eight of the 11 professional values and competencies required of graduates by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC):

- Demonstrate an understanding of the diversity of groups in a global society in relationship to public relations
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles, and work ethically;
- Think critically, creatively and independently

- Conduct research and evaluate information by appropriate methods
  - Write correctly and clearly in forms and styles appropriate for the public relations profession
  - Apply basic numerical and statistical concepts
  - Apply tools and technologies appropriate for public relations
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### **Class Notes**

Each class session will feature some instruction from the instructor, but most of our time will be spent on the daily assignments - writing, re-writing, discussing, etc. We'll follow the book as a guide, reference, and point of departure. Assigned readings should be read prior to class.

**You will need a Twitter account.** If you don't already have one, establish one as soon as possible.

### **Cell Phones**

I believe in conducting class as if you are in a true public relations environment. You may bring your cell phone to class but it must be on vibrate only unless you are on the National Organ Transplant waiting list.

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### **Assignments**

It's impossible to learn about writing and improve your writing skills without reading topical news and feature writing and watching quality news broadcasts. It's also important to be aware of news, government, history and media. Expect to be a regular reader of newspapers, magazines, specialized publications and websites as well as a listener of radio and television news.

#### **Assignments: Reading**

There is one required text for the course. Additional required readings will be assigned as needed.

#### **Assignments: Writing**

Your writing must align with organizational objectives and public relations strategy: maintain appropriate style, tone and voice; adhere to AP Style and the tenets of proper grammar and spelling; and demonstrate the core principles of reasoning, critical thinking, persuasion and creativity.

In the most general sense, this is how assignments will be assessed:

**A = Excellent.** Professional quality. Could be printed/published as is.

**B = Good.** Strong work but needs a few minor revisions.

**C = Average.** Minimum effort. Errors. Lack of creativity. Needs revisions.

**D = Poor.** Serious deficiencies. Needs a complete overhaul.

**F= Unacceptable.** Not worth assessing. Missed deadline.

**Writing well takes practice.** Few students, if any, will start this course writing at an "A" level. Skills will improve as the semester progresses.

Grades are earned, not awarded. In this class, that means you must actively participate, put in the necessary time and effort (both in and outside of class), pay attention to details, and prove that you are committed to delivering quality work. **Remember: spellcheck only checks for misspelling not appropriate word choice.**

Students who have writing skills problems will be referred to the Reading & Writing Center.

**Seek clarity. Take ownership of your performance.** *If you don't understand something, let me know. The same holds true if you are concerned about your progress. Please talk with me at any point in the semester. I will gladly help you.*

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### Course Components

#### Participation

Listen actively to the instructor and your fellow students, and make meaningful contributions to class discussion. Be thoughtful and instructive when editing the work of fellow classmates.

#### Assignments

Most weeks, you will complete both in-class and out-of-class writing assignment related to the week's topic(s). Each out-of-class writing assignment will go through several rounds of review, including review, before being graded. You must be in class and provide thoughtful edits in order to receive participation credit.

#### Quizzes

Quizzes will be given to assess mastery of key principles. Most quizzes will draw from the assigned readings and class discussions.

#### Final Portfolio to Consist of Communications Plan & Media Kit

This will involve finalizing several individual assignments from the semester, compiling all of this work into a professional portfolio. (Further guidance will be provided later in the semester.)

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### Attendance

Absence from class is not in your best interest. **Quizzes are unannounced.** You are responsible for all material covered in class, including readings, class discussions, video presentations, and any other material covered. Students missing class must obtain class notes from another student;

notes are not available from the instructor. Being on time for class is as important as attending class.

**Having more than two absences is considered excessive**, no matter the reason. You are not required to justify the first two absences, but you have to turn in your writing exercise that same week. If you miss three classes, you will receive a penalty of -5% on your final class average. Thus, for example, a person who has an 80% (B) average but has missed three meetings would receive a 75% (C+) grade for the semester. If you miss four or more classes you will receive a penalty of -25% on your final class average. After the first two absences, no late assignments will be accepted.

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### Course Professionalism

The College of Journalism and Communications is a professional school and professional decorum is expected at all times. Therefore, **both the professor and students adhere to workplace norms for collegial and respectful interaction**. Students are expected to **arrive on time and not leave early unless prior permission is sought and granted**. Talking while the instructor or another student is talking is unacceptable behavior and can result in you being asked to leave the classroom immediately and will result in a lowering of your grade.

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### Grading

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Your final grade will be weighted as follows:

➤ Attendance & Participation	10%
➤ Assignments (in & out of class)	30%
➤ Quizzes	10%
➤ Communications Plan	30%
➤ Media Kit	20%

**Attendance & Participation (10%):** Listen actively to the instructor and your fellow students, and make meaningful contributions to class discussion. Complete class activities, peer edits and writing assignments **Each week one student will be required to bring in one example of a piece of writing you thought was good and one you thought sucked**. Examples can be from: newspapers, newsletters, blogs, social media or any medium that caught your eye (for better or worse).

**Writing Assignments (30%):** We will be doing a lot of writing in this class! In addition to out of class assignments, during certain class periods there will be in-class writing activities that I will collect.

**Pop Quizzes (10%):** Six unannounced quizzes will be given to assess your mastery of the readings and key principles. Most quizzes will draw from the assigned readings and class discussions

**Communication Plan (30%)** You will be asked to select an existing client for whom you will introduce a new product or service. Then, you will **develop a public relations communication plan to inform key audiences and to introduce the new product or service.** You are beginning work on this project early in the semester; and you will be expected to address elements of the plan throughout the semester on a scheduled basis. However, the bulk of the plan and its related presentation will be completed in the last few weeks of the semester. The components of this project are:

The **communication plan** represents **30% of your final grade** in PUR 4100. Therefore, it should receive substantial time and attention if you are to receive a passing grade in this course. A rubric is attached to this handout; it outlines the elements that will be assessed in evaluating your communication plan.

**Media Kit (20%):** Your media kit will coincide with the introduction of the new product or service described in your communications plan. More information will be given in class.

### **Make-Ups, Late Assignments, and Extra Credit**

**Reputations are made on the ability to meet deadlines.** All due dates have been announced in advance in the "Weekly Course Schedule" so that you can plan other activities around these deadlines. If you must use your first two absences, you need to submit the writing assignments missed in class before the end of the week (Sunday at 11:55 p.m.). However, **quizzes cannot be administered after they've been distributed unless prior arrangements have been made with me (no exceptions).** Large assignments always need to be received before the deadline. If you know you are going to be absent, here are two options: (1) Include your assignment as an attachment to your email letting me know you will be missing class and/or (2) send a hard copy of the assignment to class with a responsible classmate. **No late work will be accepted for large assignments.**

### **Grading Scheme:**

You will primarily be evaluated on: (1) the **ideas** you conceive **and** the extent to which you develop those ideas (2) the **technical quality** of your written presentations: - neat, typed, error-free copy that conforms to the AP stylebook, as needed - material that is well-written, easy to follow and easy to understand - pays special attention to spelling, grammar, punctuation and style - uses the correct basic format for the public relations tool or genre specified and required for the assignment.

The grade for each assignment will depend on all of these components. **So a great conceptual piece in the correct format with poorly edited writing will only get a maximum of a B, as will a technically excellent piece that is not well**  
**Course Evaluation**

Your writing will be evaluated for content, format, appropriateness, grammar, syntax, spelling, and most importantly, by achievement of behavioral goals. If you can't achieve the behavioral goals, then it's not good writing, but good writing is a must.

This is the reason why the following penalties apply in each writing assignment:

- Misuse of commas, semicolons, colons, etc.: 5
- Spelling errors, use of wrong word: -10
- Factual errors: -50

***Please note: there should be no factual errors. Ever. Period.***

#### **Final Grades:**

A	(95-100)
A-	(90-94)
B+	(87-89)
B	(83-86)
B-	(80-82)
C+	(77-79)
C	(73-76)
C-	(70-72)
D+	(67-69)
D	(63-66)
D-	(60-62)
E	59 and below

#### **Official UF grading policy:**

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

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#### **Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

#### **Inclusiveness**



Every attempt is made to make all courses non-sexist, diverse and multi-cultural in content. Please visit with me should you feel this goal is not being met.

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### **Academic Integrity**

Students are expected to understand and conform to the letter and spirit of the University of Florida Code of Conduct. Students who violate the code are subject to immediate failure of the course and referral of the case to the College of Journalism and Communications Dean's Office for further action and determination of penalty.

**Preamble** In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

**The Honor Code** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment.

For more information about academic honesty, contact, Student Judicial Affairs, P202 Peabody Hall, 392-1261.

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### **Academic Misconduct**

All students in attendance at The University of Florida are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

- **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
  - **Plagiarism:** representing the words, ideas, or data of another as one's own in any academic exercise.
  - **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise.
  - **Aiding and abetting academic dishonesty:** intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty.
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## Useful UF Resources

University counseling services and mental health services:  
<http://www.counseling.ufl.edu/cwc/Default.aspx> or 392-1575

Disability Resource Center: <http://www.dso.ufl.edu/drc/>

Reading and Writing Center: <http://www.at.ufl.edu/rwcenter/>

Counseling Center: <http://www.counsel.ufl.edu/>

Dean of Students Office: <http://dso.ufl.edu/>

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## Final Notes

This is an intense course, but the end is extremely rewarding. The work is cumulative, so if you are having difficulty with a particular concept or assignment, please see me immediately so you do not continue to struggle through the final project. I strive for an “open door” policy, and am available via email to help.

I reserve the right to make changes, if necessary, to the grading system and schedule for this class.

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*First drafts don't have to be perfect. They just have to be written.* - Pin found on Pinterest

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## Course Schedule

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**Readings should be completed PRIOR to the day we are covering the related information.**

**Disclaimer:** The following dates and discussion topics are a good-faith attempt at providing you with a tentative course schedule, but please note that they are subject to change. Plans may need to change to further the understanding of the course materials by the students or to accommodate a guest speaker's schedule. Should it become necessary to make any changes in the above, your instructor will notify the class in advance. If you are not in attendance, it is considered your responsibility to learn what was missed and/or announced.

**Each week one student will be required to bring in one example of a piece of writing you thought was good and one you thought sucked.** Examples can be from: newspapers, newsletters, blogs, social media or any medium that caught your eye (for better or worse).

### Schedule

The schedule is subject to change, as needed, to further the understanding of the course materials by the students. Students are expected to come to class prepared.

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## **Assigned Text Readings**

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### **Week 1 May 12-16**

Read: Wilcox Chapter 1 Getting Organized for Writing  
Wilcox Chapter 2 Becoming a Persuasive Writer  
Wilcox Chapter 11 Avoiding Legal Hassles

### **Week 2 May 19-23**

Read: Wilcox Chapter 18 Planning Programs & Campaigns  
Wilcox Chapter 19 Measuring Success  
Wilcox Chapter 6 Preparing Fact Sheets, Advisories, Media Kits & Pitches

### **Week 3 May 26-30**

Read: Wilcox Chapter 3 Finding & Making News  
Wilcox Chapter 4 Working with Journalists & Bloggers  
Wilcox Chapter 5 Writing for Mass Media

### **Week 4 June 2-6**

Read: Wilcox Chapter 12 Writing for Other Media  
Wilcox Chapter 7 Creating News Features & Op-Eds  
Wilcox Chapter 13 Newsletters, Brochures, and Intranets

### **Week 5 June 9-13**

Read: Wilcox Chapter 14 Writing Emails, Memos, and Proposals  
Wilcox Chapter 18 Planning Programs and Campaigns

### **Week 6 June 16-20**

Read: Wilcox Chapter 15 Giving Speeches and Presentations

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## **Major Projects**

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### **Communications Plan Deadlines - Final Due June 16**

Situation Analysis drafts due Friday May 23

Objectives, Target Audiences, Strategies drafts due Friday May 30  
Tactics, Timeline drafts due Friday June 6  
Budget, Evaluation drafts due Monday June 9  
Communication Plan due week of June 16

**Media Kit - Final Due June 16**

Backgrounder  
Fact Sheet  
Press Release  
TBD

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**Weekly Assignments**

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**Week 1, May 12-16**

**May 12: Intro & Getting Organized, Reporting VS Writing for PR**

Intro to class, instructor and each other.

**Assignment:** Resume and Bio Brief Due at start of class on Wed. May 14

**May 14: The Role of Creativity in Writing**

You will act as a public relations specialist for this company for the duration of class. All assignments will be geared toward your chosen company. You will end the semester with a portfolio of work for your chosen company. You will have to develop a communications plan and media kit introducing a new product or service for your organization. Choose wisely and have fun

**Assignment: Research and choose your dream company:** You must present the name of your chosen company at start of class on Fri. May 16. You must follow your company on all of their social media sites throughout the duration of the course.

**May 16: The Basics of PR Writing & Objective Setting**

You must create a new product or service for your chosen company. Bring you ideas for products or services to class on Monday May 19.

**Assignment: Company Fact Sheet Due Monday May 19 (p. 143) and SWOT Analysis Due Friday May 23**

## **Week 2, May 19-23**

### **May 19 Public Relations Planning & Evaluation**

In class activity. Continue working on SWOT Analysis.

### **May 21: The Basics of Media Kits**

In class activity. Continue working on SWOT Analysis.

### **May 23: Pitches**

Write three different pitches aimed at three different target media. Make sure to research the intended reporters and bloggers. Pitches can be emailed, tweeted or YouTubed. You can use any combination. Be creative!

### **Assignment: Pitches Due Wednesday May 28**

## **Week 3, May 26-30**

### **May 26: No Class**

### **May 28:**

**Present pitches to the class.**

### **What is News and How Do You Make it?**

Draft two news releases aimed at two specific target audiences and media. The releases must use two different angles.

### **Headlines**

### **Assignment: News Releases Due Friday May 30**

### **May 30: Present Pitches to Class & Create Digital News Releases**

### **Critique News Releases**

In Class Activity

### **Assignment: Final News Releases Monday June 2**

#### **Week 4, June 2-6**

**Assignments this week will be due at the begging of the next class.**

#### **June 2: Internal Versus External Communication**

Draft an article for your company newsletter (internal communication).

#### **June 4 Repackaging Ideas**

Write an Op-Ed based on the idea conveyed in your company newsletter article (external communication)

#### **June 6: Digital Media**

E-releases, Facebook and Twitter

**Assignment: News Releases and Pitches and Due by End of Class. Continue working on Media Kit and Communications Plan, which will be due at end of class on Monday, June 16.**

#### **Week 5, June 9-13**

This week will focus on the business of public relations. Assignments to be announced.

#### **Week 6, June 16-20**

#### **June 16: Communication Plan & Media Kits Due**

#### **June 18& 20: Presentation of Communication Plans to Class**

Communication plan presentations will be given in class during the week of **16 June 2014**. Support materials may be provided and PowerPoint (or similar) should be used in the presentation. **A printed version of the PowerPoint should be submitted to the professor on the day of your presentation.** Each presentation will be allocated no more than 10 minutes plus questions and answers. **To be eligible for a full 5% of your plan grade, you must attend all class presentation sessions.**

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#### **Formatting, Mechanics & Fact Errors**

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All written work submitted for this course must be **coherent, logical, and carefully edited**. Writing proficiency is necessary to pass this course. **Misspellings, syntax and grammar errors as well as other writing problems are unacceptable** in upper-division college writing, especially in work by public relations students. Do not submit materials with editing marks on them; all assignments must be **“client-ready.”** Students may be referred to the Writing Center

for more intensive work on specific writing skills and all students are encouraged to consider seeking Writing Center support for intensive one-on-one work in basic writing skills. Unless otherwise specified, **all writing assignments must be typed with a 12- point serif font (e.g., Times, Palatino, or Times New Roman), double-spaced and framed by one-inch margins. AP style guidelines should be followed for all media related materials.** Because this class is a writing class, no additional consideration will be given to written work accompanied by artwork or any other kind of design element. However, a well-designed portfolio will be an advantage as a tool to assist in an internship or job search.

Because this is a technical writing course as much as anything else, strong mechanics are expected. Unless otherwise specified, **use AP style on all media assignments.** Do not assume you will remember everything from earlier courses. Locate and open your stylebook now and review.

Any paper containing a **major factual error will receive a grade of 50.** A major factual error is defined as one that gives the wrong information to the audience, including such things as misspelling the client's name, incorrect identification of key sources or having the wrong place and time for an upcoming event. Errors which do a minor disservice to the reader, such as incorrect time or place for an event, will be graded somewhat more leniently, but remember **all factual errors will be considered serious.**

#### **Course Requirements and Evaluation.**

Detailed written instructions for each of the assignments and the communication plan will be provided to you; templates will not be distributed.

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### **Online Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## Academic Student Honor Code

(<http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>)

**The Honor Code:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

### VIOLATIONS OF THE HONOR CODE AND SANCTIONS.

(a) **Conduct Prohibited by the Honor Code.** Students are prohibited from engaging in the following conduct:

1. **Conduct Constituting Academic Dishonesty.** A student shall not engage in conduct which constitutes academic dishonesty.
2. **False or Misleading Statement for the Purpose of Procuring an Academic Advantage.** A student shall not intentionally or in bad faith make a false or misleading statement for the purpose of procuring from the person to whom the statement is made an academic advantage for any student.
3. **False or Misleading Statement Relating to an Honor Code Violation.** In reporting an alleged Honor Code violation, a student shall not intentionally or in bad faith make a false or misleading statement.
4. **Prohibited Collaboration or Consultation.** A student shall not without express authorization collaborate or consult with another person in an academic activity.
5. **Prohibited Use of Materials or Resources.** A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:
  - a. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student has previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to submit the paper or project.
  - b. Any materials or resources prepared by another student and used without the student's express consent.
  - c. Any materials or resources which the faculty member has notified the student in writing are prohibited.
  - d. If a faculty member has authorized a student to use specified materials or resources, the student shall not exceed that authority. If the student wishes to use any material or resource to which the authority does not plainly extend, the student shall first ascertain whether the use is authorized.
6. **Plagiarism.** A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):
  - a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
  - b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
7. **Use of Fabricated or Falsified Information.** A student shall not use or present invented or fabricated information; or falsified research or other findings if the student knows or in the exercise of ordinary care should be aware that the information, research, or other findings have been falsified.
8. **Interference with or Sabotage of Academic Activity.** A student shall not do any act or take any material for the purpose of interfering with or sabotaging an academic activity.
9. **Unauthorized Taking or Receipt of Materials or Resources to Gain an Academic Advantage.** A student shall not without express authorization take or receive materials or resources from a faculty member for the purpose of gaining an academic advantage.
10. **Unauthorized Recordings.** A student shall not without express authorization make or receive any recording of any class, co-curricular meeting, organizational meeting, or meeting with a faculty member.
11. **Bribery.** A student shall not offer, give, receive, or solicit a bribe of money, materials, goods, or services for the purpose of procuring or providing an academic advantage.
12. **Submission of Paper or Academic Work Purchased or Obtained from an Outside Source.** A student shall not submit as his or her own work a paper or other academic work that was purchased or otherwise obtained from an outside source.



## PUR 4100 Public Relations Writing Rubric

**SLO 3 = To defend professional ethical principles and the importance of truth, honesty, accuracy, fairness and diversity.**

Criteria	Excellent	Proficient	Basic	Inadequate
Truth, honesty and accuracy	<p>Identifies and refutes counter arguments using well-researched data and sound science.</p> <p>Sources are meticulously cited, including images and photographs.</p> <p>Intellectual property and copyright laws are carefully followed.</p> <p>Logical structure is properly followed.</p> <p>Clarity exists.</p>	<p>Responds to contradictory arguments citing credible sources.</p> <p>Upholds values of transparency and two-way communication.</p> <p>Position is supported by at least two credible sources meticulously cited.</p> <p>Logical structure is properly followed.</p> <p>Clarity exists.</p>	<p>Position is based on facts that are cited from reputable sources.</p> <p>Position presented is factual, and supported by at least one credible source.</p> <p>Sources are meticulously cited or credited, including images and photographs.</p> <p>Does not violate free use or copyright laws.</p> <p>Logical structure is understood.</p> <p>Clarity is weak.</p>	<p>Facts are presented in support of arguments, but not cited or attributed.</p> <p>Factual errors are present.</p> <p>Key names, locations or other details relevant to the subject are misspelled.</p> <p>One-way communication is used.</p> <p>Logical structure is ignored.</p> <p>Clarity is absent.</p>
Fairness	<p>Position represents values of organization and takes into account the values of key publics.</p>	<p>Product upholds the standards of journalism in terms of representing relevant perspectives.</p> <p>Consequences of position for key publics (particularly those who are affected but may be excluded from discussion) have been considered</p>	<p>Opposing perspectives are presented in a dismissive manner and/or not credibly refuted.</p>	<p>Different or counter perspectives not considered or addressed</p>

		and addressed.		
Diversity	The needs and values of all cultures and ethnicities are thoroughly woven into the communications strategy.	Writing-or product is modified to address the needs of relevant cultural contexts.	Multiple cultural contexts are considered and represented.	Content-is developed from a perspective that lacks awareness of different perspectives, ethnicities and cultural contexts.

**SLO 8 = To write correctly and clearly in forms and styles appropriate for public relations practice.**

Criteria	Excellent	Proficient	Basic	Inadequate
Correctly	Free of errors of reason.  Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of contextual errors.  Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of spelling, mechanical, syntax, typographical, grammatical or punctuation errors.  Some use of unnecessary adjectives and adverbs.	Multiple mechanical, syntax, typographical grammatical or punctuation errors.  Overuse of unnecessary adjectives and adverbs.
Clearly	Language is concise.  Demonstrates problem-solving capabilities.  Demonstrates empathy toward the audience.	Language is precise, free of clichés.  Demonstrates problem-solving capabilities.  Reflects audience understanding.	Structure clearly leads reader to a particular point and action.  Demonstrates some problem-solving capabilities.  Reflects some audience understanding.	Lacks structure, meaning, a clear argument and call to action.  Demonstrates minimal problem-solving capabilities.  Reflects limited audience understanding.
Form	Chosen form represents consideration of how strategy, audience and message converge, and understanding of each.	Uses narrative where possible to illustrate key points in manner appropriate to form.	Selects form appropriate to the purpose of the communication.	Unable to determine when or how to use particular forms of writing.
Style	Takes risks and presents ideas that are fresh, writing is visual and compelling, and adheres to the rule	Demonstrates original thought.	Applies what is known about the audience to make decisions about tone, voice and style. Adheres to	Tone does not match needs of audience Ideas are stale.

	of "show, don't tell".		appropriate style manual.	
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